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Animal Needs and Habitats

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Animal Needs and Habitats

Stage 1 – Desired Results		
<p>Established Goals (e.g., standards)</p> <p>(2.9) The student knows that living organisms have basic needs that must be met for them to survive within their environment. The student is expected to:</p> <p>(A) Identify the basic needs of plants and animals;</p> <p>(B) Identify factors in the environment, including temperature and precipitation that affect growth and behavior such as migration, hibernation, and dormancy of living things; and</p> <p>(C) give examples of the ways living organisms depend on each other and on their environments such as food chains within a garden, park, beach, lake and wooded area.</p>	Transfer	
	<p><i>Students will independently use their learning to...</i></p> <p>Design a habitat for three animals who will live together in a new zoo exhibit.</p>	
	Meaning	
	<p>Understandings <i>Students will understand that...</i></p> <ul style="list-style-type: none"> -All living organisms have basic needs. - The growth and behavior of living organisms are suited to their environments. 	<p>Essential Question</p> <p>How do animals depend on each other and their environment to survive?</p>
	Acquisition	
	<p>Knowledge <i>Students will know...</i></p> <ul style="list-style-type: none"> -Animals and plants have basic needs such as food, water, air and shelter. -The environment of a plant or animal impacts their growth and behavior -Living organisms depend on each other and their environments 	<p>Skills <i>Students will be able to...</i></p> <ul style="list-style-type: none"> -Identify the basic needs of plants and animals -Identify and describe environmental factors that may impact the growth and behavior of plants and animals -Identify and explain how organisms depend on each other (food chain)
Stage 2 – Evidence		
Evaluative Criteria (for rubric)		
(See rubric below)	<p>Performance Task <i>Students will demonstrate meaning-making and transfer by...</i></p> <p>Designing a habitat for three animals who will live together in a zoo exhibit.</p> <p>You are a zoologist working for the San Antonio Zoo and you have been given the task of designing a new exhibit. You will need to include three animals in the exhibit and ensure their habitat is suitable for the needs of the animals.</p> <p>-Students will draw the zoo exhibit, include labels and be expected to explain their decisions regarding the animals they chose to put together and the items included in the habitat.</p> <p>-----</p>	

	----- Other evidence: worksheets, journaling, ticket out the door, discussions
Stage 3 – Learning Plan	
	<p style="text-align: center;">Pre-Assessment <i>How will you check students' prior knowledge, skill levels, and potential misconceptions?</i></p> <p>Students will answer 4 open ended questions.</p> <ol style="list-style-type: none"> 1. What do animals need to survive? 2. What is a habitat? 3. Do all animals get along with each other? Why or why not? 4. Why do animals live in certain places?
	<p>Learning Activities</p> <p>Day One: Play “Wild Animals are Everywhere” video clip. As they watch the video ask them what animals they see and where those animals live. After watching the video make a list of the places where they saw the animals.</p> <p>http://www.sesamestreet.org/videos#media/video_f08d2e18-cfc8-4eea-b84c-22c250177c9c</p> <p>Give pre-assessment.</p> <p>Day Two: Read aloud “Wild Animals ABC” by Michael Dahl. Ask the students, “What did the animals in the book need to survive?” Have a quick discussion. Have the students fill out a page about the basic needs of animals. The blanks should be food, water, air and shelter. Then they can draw a picture of an animal/animals and what they need to survive.</p> <p>Day Three: Ask the students where they live. Do they live in a house? In an apartment? With family? What kinds of things do you have in your home? How do those things help us? Then explain that where we live is called our habitat and animals have habitats just like us. Read aloud: “Whose House is This?” by Elizabeth Gregorie. After reading the book make a list of the different homes from the book on the board. Review that an animal’s home is known as their habitat.</p> <p>Day Four: Read aloud: “I see a Kookaburra,” by Steve Jenkins. Ask students about where the different places animals lived in the story. Then ask- Is the artic a good place for a toucan to live? Is the ocean a good place for a rabbit to live? Why not? Etc...</p> <p>Students will work in small groups to identify the habitats animals live in and why they live there. They will look at a variety of habitat pictures with animals. In their small groups they will discuss what each habitat has and why those animals live there. The habitats will include: ocean, wooded forest, jungle, artic, desert and lake. After looking at all the pictures and discussing them, students will need to pick one habitat to write about in their journal.</p>

They will need identify the types of animals that live in the habitat and explain why this is a good place for the animal to live.

Day Five:

Key Vocabulary:

Habitat: where an animal lives

Herbivore: a living thing that eat plants

Carnivore: a living thing that eats meat

Omnivore: a living thing that eats plants and meat

Producer: plants that make their own food

Consumer: animals who consume plants and/or animals

Predator: an animal that lives by killing and eating other animals

Prey: an animal hunted or killed by another animal for food

-Introduce the vocabulary words with the power point presentation (pictures and definitions). Then play vocabulary fly swatter game. Write the words (herbivore, carnivore, omnivore, producer and consumer) on the board. Split the class into two groups and give each team one fly swatter. As you read the definitions the students should "swat" the correct vocabulary choice.

Ticket out the door: 5 questions about what animals eat.

Day Six:

Read Aloud "Who Eats What? Food Chains and Food Webs?" by Holly Keller.

Pass out a flower, grasshopper, bird or bobcat printout to each student and ask students to color their printout. Each student will get only one printout. Divide the pictures among the students so that they imitate a balanced system. After students have colored and cut out their pictures, attach them to a sentence strip for the students to wear around their heads. The sun picture is for the teacher.

http://www-tc.pbskids.org/seekoworld//parentsteachers/pdfs/lesson1_2_printouts.pdf

Once everyone has their picture on their head, explain that you are the start of the food chain- the sun. Ask the students what would come next...then have all the flowers stand up...and so on until you get to the bobcat. Save their headbands for the next day.

Day Seven:

Watch the Brainpop Jr. on "Food Chains."

Have the students put on their food chain headbands for the day before. Ask the students what they think would happen if one part of the food chain was removed or died off- like the birds. What would the animals do? Would the food chain continue working? After some discussion tell the students that today we will be going outside to play food chain freeze tag. The students can only tag someone who is below them in the food chain. Once they're tagged, they have to stay frozen. There is no "un-freezing." After the game discuss who is left standing.

Day Eight:

Review discussion of food chains from previous 2 days.

Lecture: Everything we eat is a part of a food chain. A food chain shows how plants and animals get energy from each other. It starts with energy from the sun. A food chain often ends with a predator or an omnivore like humans. Each plant and animals in the chain is important.

Today students will design their own food chain using the choices written on the board: sun, bobcat, plants, fish, mouse, owl, insect, finch, seaweed, shark etc. If they have other ideas on animals they want to include that's fine too. They will draw out and label their food chain in their journals.

Day Nine:

Watch the Brainpop Jr. on "Hibernation." Following the video have the students partake in the "write about it" portion (click below). In their writing journals have them answer the following question: Imagine you are a groundhog just waking up at the end of winter. Write about what it's like to wake up. Give them 12-15 minutes to write in their journals and then allow them time to share with a partner. Discuss why animals hibernate and how their habitat plays a role.

Day Ten:

Watch the Brainpop Jr. on "Migration." Following the video have the students decorate the printable puppets. They can work in small groups or with a partner to act out the animal's migration journey. Discuss why animals migrate and how their habitat plays a role.

Ticket out the door: on a sticky note define migration.

Day Eleven:

Review the difference between hibernation and migration. Today will be more of a discussion day. Ask the students if they have any pets (raise your hand if you have a pet). Then ask them to raise their hand if they have a dog. Okay for those of you with dogs, what does your dog act like when it's raining outside? What are the consequences? What do you think happens to animals when it rains in their habitats? What happens to their habitat when it rains a lot? How does weather play a role in the life of an animal? What if there isn't enough rain? Think about what people do when the weather changes. Is that similar or different to what animals do?

Read Aloud: "Animals in the Fall," by Martha E. H. Rustad.

Day Twelve:

Performance Task

Day Thirteen:

Post-Assessment (same as pre-assessment)

Name: _____

Date: _____

Pre-Assessment

1. What do animals need to survive?

2. What is a habitat?

3. Do all animals get along with each other? Why or why not?

4. Why do animals live in certain places?

Performance Task Rubric

Task	Approaches	Meets	Exceeds
Choose 3 animals who can live together in the exhibit	Student chooses 1-2 animals that cohabitate well and can survive in the same environment	Student chooses 3 animals that cohabitate well and can survive in the same environment	Student chooses more than 3 animals that cohabitate well and can survive in the same environment
Design a habitat that includes shelter, food, water and air	Student designs a habitat that is somewhat suitable for the exhibit and includes 1-2 basic needs	Student designs a suitable habitat for the exhibit that provides the animals with most of their basic needs	Student designs a highly suitable habitat for the exhibit that provides the animals with their basic needs
Label habitat	Student labeled some parts of their habitat, but not all	Student correctly labeled 90% of their habitat	Student correctly labeled habitat
Explain habitat and animals chosen	Student can explain why they chose their animals and designed their habitat the way they did with some prompting	Student is able to explain why they chose their 3 animals and designed their habitat the way they did	Student goes into great detail explaining why they chose their 3 animals and designed their habitat the way they did

Animal Habitat Pictures

Ocean



Wooded Forest



Jungle



Artic



Desert



Lake



Name: _____

Date: _____

Animals have four basic needs. They are:

1. _____

2. _____

3. _____

4. _____

Draw a picture of an animal/animals in their environment and include their four basic needs.

Name: _____

Date: _____

What do animals eat?

1. A giraffe is a :



Herbivore



Carnivore



Omnivore

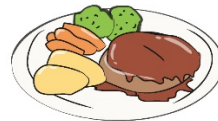
2. A shark is a :



Herbivore



Carnivore



Omnivore

3. A lion is a :



Herbivore



Carnivore



Omnivore

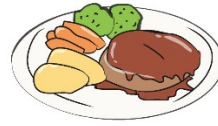
4. A rabbit is a:



Herbivore

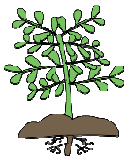


Carnivore



Omnivore

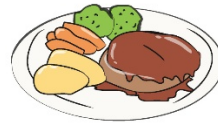
5. A human is a:



Herbivore



Carnivore



Omnivore

Pictures from:

<http://www.bing.com/images/search?q=clip+art+plant&id=4CF6EBFEABC6F5B6A5270EA58472DC9DE6B20F0B&FORM=IQFRBA#view=detail&id=4CF6EBFEABC6F5B6A5270EA58472DC9DE6B20F0B&selectedIndex=0>

<http://www.bing.com/images/search?q=clip+art+meat&qs=n&form=QBIR&pq=clip+art+meat&sc=8-13&sp=-1&sk=#view=detail&id=C94AE159FE977AB91D330647FC75FC958B562481&selectedIndex=3>